



Make-believe Play Formative Assessment

The purpose of this assessment is to empower teachers to easily monitor each child's play development to improve scaffolding interactions and children's development, and communicate with parents about children's development, how we support it in school, and how they can support it at home.

Directions:

1. Observe 1 student for 5 uninterrupted minutes. As you observe, take anecdotal notes. Ask play interview questions to supplement your observation notes.
2. After analyzing your notes, check off the highest indicator for each element of play. If there are things you did not observe or have questions about, utilize the play interview responses to supplement your observations. The level of play with the most checks suggests the child's current independent level. If you have the same amount of checks in two stages of play, the child's independent level may fall between the two.
3. Use your data to plan scaffolding—consider Play Planning, environment, scaffolding in Make-believe Play and what you target in Make-believe Play Practice

Best Practices

Assessment should take place after all the centers have been introduced and students have participated in Play Practices related to each center. Children should have built a fair amount of background knowledge before conducting the assessment. Conducting the assessment during the middle of a theme allows the data to be utilized for the remainder of the current theme as well as planning of the following theme.

While one teacher is focused on recording and assessing, the other will be scaffolding play in other centers. After recording data for three children, it's suggested that both teachers scaffold play for the remainder of the time block.

Observe for five minutes without offering scaffolding or support.

Rely primarily on observation notes to complete the analysis. Ask play knowledge interview questions to supplement your observations.

Take notes on what you hear children say and describe their actions and interactions in detail. Think about what will be most helpful when you review your notes "played with props" or "used stethoscope to press on keyboard keys."

After the observation, use your notes to reflect on where students are at in their development of self-regulation, and check the stages of play observed for each column (each area of play development). Is the child voluntarily self-regulating—staying in a role, and resisting doing things outside of it? Is the child accepting regulation from peers—taking in others' direction in the give and take of play? Is the child other-regulating—engaged in directing others' play? Check all stages of play you observed today. The row with the greatest number of checks is likely the child's **independent stage of play.**

Plan your next scaffold for this child. Will you scaffold them during play, or during play planning? What about during Make-believe Play Practice? Is there a way to can change the Center environment to better support this child's play (adding or modifying props and set items, removing items that distract from play theme, etc.)?

Make-Believe Play Formative Assessment



Name: _____ Date: _____ Theme/Center: _____ Week of theme: _____

Anecdotal Notes

Check the stages of play observed for each each column.

	Plan	Roles and Language	Props	Scenario & Timeframe
Pre-Play	Does not plan in play – plays with objects that capture attention <input type="checkbox"/>	Any language use unrelated to make-believe play (does not talk about role or theme-related actions) <input type="checkbox"/>	Plays with objects (does not imitate a play action demonstrated by peer or teacher) <input type="checkbox"/>	N/A <input type="checkbox"/>
Stage 1 First Scripts	Does not plan in play – plays with objects that capture attention <input type="checkbox"/>	Does not have a role; uses little language <input type="checkbox"/>	Plays with realistic objects according to their intended function <input type="checkbox"/>	Can copy what teacher or peer says and does if script is simple & repetitive <input type="checkbox"/>
Stage 2 Role in Action	May plan center and make choice where to go but does not plan in context of play <input type="checkbox"/>	Acts first and then decides on roles. Uses language to describe actions <input type="checkbox"/>	Plays with objects as props; actions with props lead to role <input type="checkbox"/>	Creates stereotypical scenario with limited actions that lasts a few minutes; can incorporate modeled actions and roles into play with support <input type="checkbox"/>
Stage 3 Roles with Rules & Beginning Scenario	Plans roles and actions <input type="checkbox"/>	Uses language to describe roles and actions <input type="checkbox"/>	Engages in play actions using props; needs a prop to take on the role <input type="checkbox"/>	Plays multi-step familiar scripts and accepts new script ideas; scenarios last 10+ minutes <input type="checkbox"/>
Stage 4 Maturing Make-believe Play	Plans each scenario in advance <input type="checkbox"/>	Can exchange roles and play more than one in a play session. Uses speech specific to role (May I take your order please? Do you have an appointment?), and to describe actions <input type="checkbox"/>	Uses symbolic props in addition to realistic ones <input type="checkbox"/>	Plays series of scenarios with story problems. Responsive to ideas of fellow players. Scenarios can continue across several days <input type="checkbox"/>
Stage 5 Multiple Roles and Directors' Play	Plans elaborate themes, scenarios, complex roles <input type="checkbox"/>	Can play more than one role at a time; expresses emotions and feelings of roles in social relationships; uses vocabulary and phrasing, tone of voice tied to role and scenario in role speech <input type="checkbox"/>	Does not need props; can innovate a missing prop with a gesture and/or a word. Can re-purpose an existing prop or create a new one if needed <input type="checkbox"/>	Time spent planning and discussing the scenario with play partners can be greater than time engaged in playing scenarios. Scenarios last over days and can be interrupted and restarted <input type="checkbox"/>

Self-Regulation Development Behaviors Observed

- ☐ Voluntarily self-regulates (stays in a role and resists doing things outside of it)
- ☐ Accepts regulation from others
- ☐ Other-regulates peers

Play Knowledge Interview

Sample Questions: What center are you playing in? What are you doing? Who are you pretending to be? What does the (role) say? Who does (the role) talk to? What happens next? When can you change roles with someone else? Who else can you be in this center?

Independent Stage of Play _____

Enter the stage of play (row) with the greatest number of checks.

If fewer than 2 checks on the page, the child may be at Pre-Play.